

McCrorey-Liston Elementary

1978 Hwy. 215 South
Blair, South Carolina 29015

Grades	PK-6 Elementary School	
Enrollment	248 Students	
Principal	Dr. Mary E. Ashley-Livingston	803-635-9490
Superintendent	Dr. Clarence Willie	803-635-4607
Board Chair	Mr. Robert Drake	803-635-3936

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	43	69	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Below Average	Below Average	Yes
2006	Below Average	Unsatisfactory	Yes

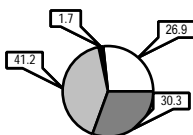
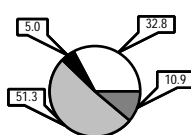
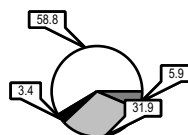
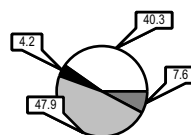
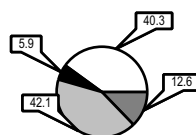
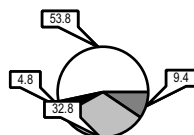
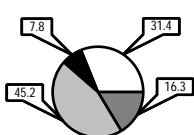
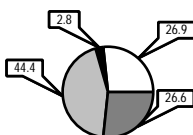
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	123	100.0	26.9	41.2	30.3	1.7	43.7	Yes	Yes
Gender									
Male	63	100.0	34.4	50.8	13.1	1.6	26.2	N/A	N/A
Female	60	100.0	19.0	31.0	48.3	1.7	62.1	N/A	N/A
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	123	100.0	26.9	41.2	30.3	1.7	43.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	94	100.0	20.0	37.8	40.0	2.2	52.2	N/A	N/A
Disabled	29	100.0	48.3	51.7	0.0	0.0	17.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	123	100.0	26.9	41.2	30.3	1.7	43.7	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	123	100.0	26.9	41.2	30.3	1.7	43.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	103	100.0	32.0	43.0	25.0	0.0	36.0	Yes	Yes
Full-pay meals	20	100.0	0.0	31.6	57.9	10.5	84.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	123	100.0	32.8	51.3	10.9	5.0	32.8	Yes	Yes
Gender									
Male	63	100.0	41.0	49.2	4.9	4.9	24.6	N/A	N/A
Female	60	100.0	24.1	53.4	17.2	5.2	41.4	N/A	N/A
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	123	100.0	32.8	51.3	10.9	5.0	32.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	94	100.0	23.3	55.6	14.4	6.7	41.1	N/A	N/A
Disabled	29	100.0	62.1	37.9	0.0	0.0	6.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	123	100.0	32.8	51.3	10.9	5.0	32.8	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	123	100.0	32.8	51.3	10.9	5.0	32.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	103	100.0	37.0	52.0	8.0	3.0	27.0	Yes	Yes
Full-pay meals	20	100.0	10.5	47.4	26.3	15.8	63.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	123	100.0	58.8	31.9	5.9	3.4	9.2
Gender							
Male	63	100.0	68.9	23.0	4.9	3.3	8.2
Female	60	100.0	48.3	41.4	6.9	3.4	10.3
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	123	100.0	58.8	31.9	5.9	3.4	9.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	94	100.0	52.2	36.7	7.8	3.3	11.1
Disabled	29	100.0	79.3	17.2	0.0	3.4	3.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	123	100.0	58.8	31.9	5.9	3.4	9.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	123	100.0	58.8	31.9	5.9	3.4	9.2
Socio-Economic Status							
Subsidized meals	103	100.0	64.0	30.0	4.0	2.0	6.0
Full-pay meals	20	100.0	31.6	42.1	15.8	10.5	26.3

Social Studies							
All Students	123	100.0	40.3	47.9	7.6	4.2	11.8
Gender							
Male	63	100.0	50.8	41.0	3.3	4.9	8.2
Female	60	100.0	29.3	55.2	12.1	3.4	15.5
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	123	100.0	40.3	47.9	7.6	4.2	11.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	94	100.0	31.1	54.4	8.9	5.6	14.4
Disabled	29	100.0	69.0	27.6	3.4	0.0	3.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	123	100.0	40.3	47.9	7.6	4.2	11.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	123	100.0	40.3	47.9	7.6	4.2	11.8
Socio-Economic Status							
Subsidized meals	103	100.0	43.0	48.0	6.0	3.0	9.0
Full-pay meals	20	100.0	26.3	47.4	15.8	10.5	26.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	23	100.0	26.1	43.5	30.4	0.0	30.4
	4	33	100.0	15.2	63.6	21.2	0.0	21.2
	5	37	100.0	29.7	59.5	10.8	0.0	10.8
	6	31	100.0	46.7	43.3	10.0	0.0	10.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	28	100.0	18.5	33.3	44.4	3.7	48.1
	4	24	100.0	37.5	54.2	8.3	0.0	8.3
	5	32	100.0	15.6	37.5	43.8	3.1	46.9
	6	39	100.0	36.1	41.7	22.2	0.0	22.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	23	100.0	30.4	56.5	8.7	4.3	13.0
	4	33	100.0	24.2	39.4	33.3	3.0	36.4
	5	37	100.0	35.1	59.5	2.7	2.7	5.4
	6	31	100.0	20.0	63.3	16.7	0.0	16.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	28	100.0	18.5	63.0	7.4	11.1	18.5
	4	24	100.0	45.8	41.7	8.3	4.2	12.5
	5	32	100.0	28.1	59.4	6.3	6.3	12.5
	6	39	100.0	38.9	41.7	19.4	0.0	19.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	23	100.0	73.9	21.7	4.3	0.0	4.3
	4	33	97.0	50.0	34.4	9.4	6.3	15.6
	5	37	100.0	70.3	24.3	2.7	2.7	5.4
	6	31	100.0	63.3	26.7	10.0	0.0	10.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	28	100.0	48.1	40.7	7.4	3.7	11.1
	4	24	100.0	58.3	29.2	4.2	8.3	12.5
	5	32	100.0	62.5	31.3	3.1	3.1	6.3
	6	39	100.0	63.9	27.8	8.3	0.0	8.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	23	100.0	21.7	65.2	8.7	4.3	13.0
	4	33	97.0	15.6	68.8	12.5	3.1	15.6
	5	37	100.0	51.4	45.9	2.7	0.0	2.7
	6	31	100.0	46.7	46.7	6.7	0.0	6.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	28	100.0	33.3	48.1	14.8	3.7	18.5
	4	24	100.0	25.0	62.5	8.3	4.2	12.5
	5	32	100.0	37.5	46.9	6.3	9.4	15.6
	6	39	100.0	58.3	38.9	2.8	0.0	2.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 248)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.0%	Down from 4.2%	3.8%	2.8%
Attendance rate	98.2%	Up from 97.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	9.8%	Down from 11.1%	5.8%	10.4%
On academic plans	50.0%	N/AV	44.0%	33.6%
On academic probation	63.2%	N/AV	0.0%	1.0%
With disabilities other than speech	6.6%	Down from 7.3%	8.1%	7.5%
Older than usual for grade	1.0%	Down from 1.4%	1.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 4.6%	0.0%	0.0%
Teachers (n= 22)				
Teachers with advanced degrees	59.1%	No change	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.1%	N/A	3.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	90.3%	Down from 90.6%	86.9%	87.3%
Teacher attendance rate	89.5%	Down from 95.1%	94.7%	94.9%
Average teacher salary	\$44,320	Up 2.9%	\$41,658	\$42,485
Prof. development days/teacher	16.8 days	Up from 12.2 days	13.5 days	13.3 days
School				
Principal's years at school	3.0	No change	4.0	4.0
Student-teacher ratio in core subjects	9.6 to 1	Down from 12.6 to 1	17.5 to 1	18.6 to 1
Prime instructional time	81.4%	Down from 88.8%	89.3%	89.7%
Dollars spent per pupil*	\$9,287	Up 8.7%	\$6,923	\$6,557
Percent of expenditures for teacher salaries*	56.9%	Down from 58.8%	62.8%	64.0%
Percent of expenditures for instruction*	64.7%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	53.4%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	5.7%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

McCrorey-Liston Elementary School (MLES) is a CD3-sixth grade school with approximately 254 students. It is a school-wide Title One School with 84.29% of the students identified as underrepresented. MLES is located in the Western part of Fairfield County near Lake Monticello and the V.C. Summer Nuclear Plant. The plant affords MLES the opportunity for community partnership and volunteers. The owners of the plant have allowed funding for an after-school homework tutoring center and employees to serve as tutors. They have also furnished school supplies for students in need. Employees serve as Junior Achievement instructors and presenters at career fairs. Some of the employees serve as mentors for our Boyz to Men and Ladies of Excellence mentoring programs.

MLES met adequate yearly progress (AYP) for the 2004-2005 school year and received an absolute rating on the state report card of Below Average. On the Palmetto Achievement Challenge Test (PACT), 79.9% of our third graders scored basic or above in math and 69.6% scored basic or above in English. Science showed a weakness with only 21.6% scoring basic or above. Social studies showed that 88.3% of our third graders scored basic or above. In fourth grade 84.8% of the students scored basic or above in ELA/reading, while math showed 75.8% scoring basic or above. Our fourth graders showed that 50% are basic or above in science. Social Studies reflected that 84.4% of fourth graders scored basic or above. Our fifth graders showed a 70.3% basic or above in ELA/reading while 64.9% scored basic or above in math. Fifth graders in science showed that 29.7% scored basic or above. Social studies showed that 48.6% of the fifth graders scored basic or above. The sixth graders showed a 53.3% basic or above in ELA/reading while 80% scored basic or above in math. In science there were 36.7% of students who scored basic or above. Social studies showed that 53.5% of the sixth graders scored basic or above.

Surveys were analyzed from teachers, staff members, students, and parents and the following descriptions were noted: Classroom observations showed a majority of teachers teaching in isolation; many teachers attempt to use a variety of modalities when teaching; however, some teachers do not use integrated teaching approaches; teachers are spending a great deal of time planning and researching ways to improve standardized test scores; staff members work in a collaborative effort with the School Improvement Council to gather input from the community in developing the curriculum; students are grouped into homerooms in heterogeneous groups. Other grouping is among students from within that homeroom; Some grade levels experimented with across-grade level grouping for short periods of the day; critical thinking skills and problem solving skills are evident in the classroom but most of the activities are closed-ended operations; analysis of standardized test results shows problem solving as an area that needs greater emphasis; there is a discrepancy between standardized test scores and the grades students receive on report cards, unit tests, and class assignments; after analyzing test score data, it is evident that improvements are needed in the areas of reading, writing, math, problem solving and integrating the curriculum.

Students are showing success in school but we have to double and almost triple the amount of success being shown. The school is now being guided by a State Improvement Grant. The grant affords training in scientifically based research practices in the areas of reading, math, and positive behavior intervention strategies. As teachers are trained and new strategies implemented in the classroom, student achievement will increase.

Dr. Mary E. Ashley-Livingston, Principal - Mrs. Latoya R. Workman, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	30	12
Percent satisfied with learning environment	88.0%	89.3%	83.3%
Percent satisfied with social and physical environment	84.0%	82.1%	75.0%
Percent satisfied with school-home relations	68.0%	85.2%	75.0%

*Only students at the highest elementary school grade level at this school and their parents were included.